

# INSTRUCTIONS FOR COMPLETING THE RUBRIC FOR REVIEWING THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION:

**Each of the following elements will be addressed in the worksheets.**

Strong Leadership & Collaboration Teaming

Ongoing Assessment & Data-Based Decision Making

Evidenced-based Curriculum/Interventions & Instructional Practices

Fidelity of Implementation

Ongoing Training and Professional Development

Community and Family Involvement

**After reading the general requirements for implementation at the top of each section, you are asked to**

- 1) Rate your school in each area and**
- 2) Determine the next steps your school will take toward establishing an MTSS/RTI Framework**
- 3) Record the information for all six essential elements on the last page of the rubric.**

**YOU MAY FIND IT HELPFUL TO REVIEW THE EVIDENCE IN EACH AREA FIRST!** To better assist you in determining your progress thus far, a list of evidence (blue headings) follows each area that outlines specific steps that may be undertaken to reach full implementation of the RTI component. It may be helpful to check the boxes in front of statements/activities/procedures that are already in place at your school. If you find activities that fit your school's next course of action, you may want to utilize these activities as "Next Steps". It is not necessary to go beyond your level of implementation unless you need/want activities at higher implementation levels.

Note: The list of evidence is meant only as a guide. It is not unusual for schools to be farther along in some areas than others. There are NO SET RULES for the exact step/procedure/element you choose to work on. For example, some schools have chosen to begin with a math focus rather than a reading focus. Each school is unique and each team must come to consensus in identifying priorities that will lead to implementation of a multi-tiered system of supports.

Feel free to ask questions to clarify information. The facilitators will be glad to assist you in any way we can!

# Rubric for Assessing RTI Implementation – Strong Leadership & Collaborative Training

## Requirements (listed in ascending order of implementation)

1. District and school site leadership provide active commitment and support (time, resources & staff) for RTI school-wide training And activities.
2. The RTI School Leadership Team provides on-site training and guidance toward the building of a school-wide understanding of the RTI framework.
3. RTI Leadership Team has developed procedures for school-wide staff consensus building activities that support Montana's RTI Framework.
4. School-wide, staff are committed to the RTI process for school Improvement at some level.
5. School-wide understanding of and support for the RTI process, consensus is at 80% or more, and documented through staff surveys, activities and a commitment to school improvement.
6. All staff (faculty, administration, school board) are involved in the ongoing evolving school improvement process and their commitment is documented.

## Check the Box That Rates Your School on Leadership & Collaborative Training:

- ☐ Novice– The school has not yet implemented this practice.
- ☐ Nearing Proficient– The practice is partially in place, people are working on it and the leadership team knows about this requirement.
- ☐ Proficient– The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

## Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting **Leadership and Collaborative Training**?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Examples of Documentation for Collaborative Teaming and Strong Leadership may include:

### *Exploring A*

- ☐ OPI/RTI Application
- ☐ Budget assigned to support RTI
- ☐ Resources assigned to support RTI
- ☐ Leadership team is appropriate, committed and involved (including the school principal, content specialists, general ed, special ed, parent rep, and appropriate representatives/support professionals who have expertise in core/content literacy/data management)
- ☐ Inventory of curriculum and intervention resources by grade
- ☐ Calendar of Leadership Team meetings and activities is established
- ☐ Roles are established for leadership meetings (facilitator, timer, record keeper, etc.)
- ☐ Agendas are prepared/distributed in advance of leadership meetings and include pertinent items for members' review
- ☐ Establish goals for the year and next steps/action plans
- ☐ Identify initial grade group(s) for start up implementation ( e.g. K,1 for reading)
- ☐ Begin dialogue among support personnel concerning data
- ☐ The district and school site leadership begins to provide active commitment and support (time, resources, & staff) for RTI school-wide training and activities

### *Exploring B*

- ☐ RTI handbook has been developed & includes samples of forms, inventories, maps, Fidelity checks, RTI glossary, etc.
- ☐ Staff training related to RTI has been scheduled
- ☐ Evidence of instructional leadership activities for supplementary programs and effective instruction

- Establish how all staff access data, set up meetings, request problem-solving, etc. (including support staff)
- Establish RTI Grade Level teams including support personnel
- RTI Grade Level team meeting agendas demonstrate how data informs and guides teams to track progress at the classroom & grade level
- School wide, staff are committed to the RTI process for school improvement at some level
- Data is collected from staff (e.g., survey, group discussion, etc.) to assess level of knowledge level, commitment, and impact of RTI/MTSS

### ***Implementing A***

- Agendas of any RTI meeting: Leadership, Grade level, PLC's, Data meetings are available
- RTI Data & Implementation Notebook is complete & includes student data, samples of forms, inventories, fidelity checks, RTI glossary, etc.
- Leadership team has used consensus building to design first draft of student goal/intervention data sheet
- School RTI Pamphlet is printed and available
- RTI/MTSS is included in school board policy/procedures
- Evidence of Leadership Agenda and work which addresses fidelity to core content delivery
- Evidence of Leadership Agenda and work which addresses implementation of research validated instructional practices
- Pathways have been established for advanced/benchmark/strategic/intensive groups. Leadership Team has established and documented standard protocols based upon established decision rules: e.g.
  - \_\_pathways for diagnostic assessment procedure following benchmark assessment for Strategic and Intensive students
  - \_\_pathways for establishing focus of intervention (accuracy, fluency, computation, etc.)
  - \_\_pathways for changing an intervention
  - \_\_pathways for moving a student to a different level of instruction
  - \_\_pathways are established for advanced, benchmark, strategic and intensive intervention groups
  - \_\_pathways are established for student placement, focus of instruction, intervention delivery, progress monitoring, summative assessment procedures

- Establish grade level problem solving teams for RTI target grades
- RTI Leadership Team has developed procedures for school wide staff consensus building activities which support Montana's RTI framework e.g. standard protocols
- Evidence of collaborative teaming (e.g. time is built in to the school day/calendar for collaboration time)
- RTI Grade level team meeting agenda demonstrates how data informs and guides teams to track progress at the student, classroom and grade level
- School wide team decisions are made based on data and the use of a problem solving model is in place and practiced. This is documented and available for future team review

### ***Implementing B***

- RTI Leadership Team Agendas address fidelity to instructional core content delivery
- RTI Leadership Team Agendas address implementation of research-validated instructional practices
- School-wide understanding of and support for the RTI process, consensus is at 80% or more, and documented through staff surveys, and commitment to the school improvement process
- Action plans (Next Steps) are completed 3x per year by the RTI Leadership Team w/additional grade level representatives that work together to guide systemic change & professional development and this is documented
- Evidence of RTI training activities that encourage school-wide understanding and support of the process is available

### ***Sustaining***

- Changes are made to standard protocols and school-wide procedures as a result of leadership team data-based decisions
- Feedback on the outcomes of the Rti/MTSS Project is provided to staff, school board and community at least yearly
- Decisions and actions by school and district leaders proactively support the essential components of the RTI framework at the school, make the RTI framework more effective, and consider future RTI processes (i.e. professional development, budget, resources, etc.

## Rubric for Assessing RTI Implementation – Ongoing Assessments & Data Driven Decisions

### Requirements (listed in ascending order of implementation)

1. Benchmark achievement data is collected 3x per year, and a system for summarizing and distributing this information has been established.
2. Evaluating student progress includes monitoring, bi-monthly or monthly for designated strategic or intensive students. Some or all staff have training in the use of progress monitoring tools and techniques.
3. Diagnostic measures and aligned interventions are used to further address the instructional needs of students identified as strategic and intensive.
4. Assessment (including benchmarking, progress monitoring, and formative assessment at all instructional levels) drives instructional practices.
5. A continuum of interventions pathway (protocol, focus guidelines) based upon established decision rules for data has been developed for advanced, benchmark, strategic and intensive groups.
6. Teams (RTI Leadership, grade level, content area, data, etc.) understand and implement problem-solving procedures; changes are made based on data & corresponding student needs.
7. Pathways (protocols, focus guidelines) have been developed with criteria built from decision rules based on data for all content and behavioral areas.
8. Documented forms of progress monitoring (use of CBM's, formative assessment) drive use of research validated curriculum, interventions and instructional practices at all tiers.
9. Documented revisions of the RTI process are based upon data formally reviewed at least annually by the RTI Leadership Team and appropriate school staff.

### Check the Box That Rates Your School's Ongoing Assessment & Data Based Decisions:

- ☐ Novice– The school has not yet implemented this practice.
- ☐ Nearing Proficient– The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- ☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

### Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting **Ongoing Assessment & Data Based Decisions**?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Examples of Documentation For Ongoing Assessment & Data Based Decisions will include:

### *Exploring A*

- ☐ Establish benchmark assessment model (e.g. DIBELS, Aimsweb, etc.)
- ☐ School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.
- ☐ Start inventory of assessments in 5 areas of reading and 5 domains of math
- ☐ Staff have been trained in benchmark assessment procedures
- ☐ Responsibility for setting up passwords & forwarding benchmark data to OPI has been established
- ☐ Evaluate baseline data school-wide in reading and math

### *Exploring B*

- ☐ Benchmark data collection 3x year, available to staff and utilized for RTI target grades
- ☐ Benchmark data collection 3x year, available to staff and utilized for non-RTI grades
- ☐ Create curriculum inventory for assessments including diagnostic assessments
- ☐ Establish process for collation and review of all relevant data systems for curriculum planning
- ☐ Create maps of benchmark data per grade
- ☐ Use data to evaluate Core program for recommended changes
- ☐ The process for collecting, distributing, and electronic storage of benchmarking data is clear & documented

### *Implementing A*

- ☐ A student file or data sheet documents diagnostic testing of all strategic and intensive students

- Data includes progress monitoring schedule and documentation of results which are used to structure teaching goals
- Establish Benchmark assessment package and targets
- Diagnostic measures and aligned interventions are used to further address the instructional needs for students identified as strategic or intensive
- First draft of student goal/intervention record is completed and in use
- Student file or data sheet documents intervention(s) which match individual student's defined skill deficits
- Evaluation includes progress monitoring weekly, bimonthly or monthly for designated strategic and intensive students.
- Probes are used for progress monitoring only
- Evidence of using data to formulate goals for individual students or groups of students
- RTI and Grade level team meeting agendas and calendars demonstrate how data informs and guides interventions to meet the needs of students, at individual student, classroom and grade levels
- Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior

### ***Implementing B***

- Evidence of progress monitoring at all instructional levels which drives instructional practices at all tiers
- Evidence of results of diagnostic assessment work applied within the problem solving model for students at strategic and intensive levels
- Standard protocols are in place and utilized for making informed decisions for instruction
- Evidence of data driven instruction at all levels in both general and special education contexts
- Evidence from data sheets/student files that instructional adjustments are based on data & corresponding student progress and needs
- Evidence that data based decision making is based on up dated information on grade level targets
- Assessments and formative assessments drives instructional practices and decision making



- Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:
  - a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data)
  - b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined
  - c. Problem analysis is conducted using available data and evidence-based hypotheses
  - d. Intervention plans include evidence-based (e.g., research based data-based) strategies
  - e. Intervention support personnel are identified and scheduled for all interventions
  - f. Intervention integrity is documented
  - g. Response to intervention is evaluated through systematic data collection
  - h. Changes are made to intervention based on student response
  - i. Parents are routinely involved in implementation of interventions
- Teams understand and implement problem solving procedures school-wide; changes are made based on data & corresponding students
- Pathways have been developed with criteria built from decision rules for all content and behavioral areas, pathways are implemented with consistency, and pathways have been reviewed with necessary changes based on school-wide data
- Special Education Eligibility determination is made using the RtI model for Specific Learning Disability

### ***Sustaining***

- Team periodically reviews evidence indicating that the assessment tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate
- Data-driven problem solving drives systemic review and evidence of student improvement
- All staff use recognized forms (pathways, protocols, fidelity checks) consistently
- RTI/MTSS system and student forms are revised within a rolling program of review and revision
- Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of the strategic or intensive interventions AND these decision-making criteria are implemented accurately
- Documentation of formal revisions of procedures is based on school-wide data

# Rubric for Assessing RTI Implementation – Evidence Based Curriculum & Instruction

**Requirements** (listed in ascending order of implementation)

1. Research validated core curriculum and interventions have been selected, inventoried and all staff are using these materials at all levels of instruction. Reading and Math texts use “evidence-based” methods and are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade.
2. Use of evidence-based instructional approaches that have a high probability of success for the majority of students are apparent in all instructional settings.

**Check the Box That Rates Your School on Evidence Based Curriculum & Instruction:**

- ☐ Novice – The school has not yet implemented this practice.
- ☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- ☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

## Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting **Evidence Based Curriculum and Instruction**?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Examples of Documentation for Evidenced Based Curriculum will include:

### *Exploring A*

- ☐ Identify Core curriculum by grade
- ☐ Review effectiveness of Core program instruction in relation to 5 areas of reading and math

### *Exploring B*

- ☐ Create curriculum inventory for core and intervention programs available
- ☐ Establish and record how benchmark data is used to design instruction

### *Implementing A*

- ☐ Curriculum inventory of research based instructional practices/programs has been created and is available to all staff
- ☐ Review and revise Core and Intervention programs looking for weak areas in Reading or Math
- ☐ Complete inventory of intervention teaching programs by grade and including SPED resources
- ☐ Use of evidence based instructional strategies, methods, and approaches are sequenced so that students can be expected to have received instruction on specific skills when they enter the next grade
- ☐ Pathways that document the use of evidence-based materials at all tiers of instruction
- ☐ Documentation of staff training on the use of materials is available

### *Implementing B*

- ☐ Documented forms of progress monitoring (use of CBMs, formative assessment) drive use of research validated instructional practices at all tiers

- Documentation of a high level of implementation of Core curriculum and research validated instructional practices
- Evidence that instruction is aligned to student need
- Use of validated instructional practices is documented with recorded information and data collected on the success of school wide initiatives, training, professional development and walk-thru data
- Annual or periodic review of evidence-based materials based upon changing practices & the data from school site
- The school has established a three-tiered system of service delivery:
  - a. Tier 1 Academic Core Instruction clearly identified
  - b. Tier 1 Behavioral Core Instruction clearly identified
  - c. Tier 2 Academic Strategic Instruction/Programs clearly identified
  - d. Tier 2 Behavioral Strategic Instruction/Programs clearly identified
  - e. Tier 3 Academic Intensive Strategies/Programs are evidence-based
  - f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based

### ***Sustaining***

- Ongoing reviews of evidence based materials and practices and the data from school site
- Core and supplementary teaching programs are reviewed on a regular basis
- Core and supplementary teaching programs are reviewed within the framework of the Common Core Standards
- Research validated instructional techniques are documented with models for reference in the school's RTI handbook
- Pathways (protocols, focus guidelines) are available for all content and behavioral areas. These documents are utilized by all staff and revised as per changes in systemic and student data
- Evidence of differentiation (i.e. most or all teachers differentiate instruction and teachers use students' assessment data to identify the needs of students)
- Evidence of articulation of teaching and learning occurs in and across grades levels (i.e. teaching and learning is well articulated from one grade to another & teaching and learning is articulated within grade levels so students have highly similar experiences regardless of their assigned teacher)

## Rubric for Assessing RTI Implementation – Fidelity of Implementation

Requirements (listed in ascending order of implementation)

1. Instructional expectations have been outlined to address the fidelity of curriculum delivery and instructional strategies.
2. A school-wide commitment to the ongoing improvement of curriculum, instructional materials and practices is measured with fidelity procedures that are scheduled and documented.

**Check the Box That Rates Your School on Fidelity of Implementation:**

- ☐ Novice– The school has not yet implemented this practice.
- ☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- ☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

### Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting **Fidelity of Implementation**?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Examples of Documentation for Fidelity of Implementation will include:

### *Exploring A*

- ☐ Establish reality of 90 minutes reading instruction – self assessment by staff
- ☐ Establish fidelity of benchmark assessment procedures

### *Exploring B*

- ☐ Establish first steps for fidelity to implementation of the core – partner observations, checklist
- ☐ Establish fidelity checklist for benchmark assessment procedures
- ☐ Check fidelity of 90 minutes reading instruction for Core and establish 90 minutes plus Strategic and Intensive

### *Implementing A*

- ☐ Fidelity checks and procedures in place for core, supplementary and intervention program content delivery.
- ☐ Evidence of implementation of research validated instructional practices is documented.
- ☐ Evidence of progress monitoring schedule and results for strategic and intensive students is documented

### *Implementing B*

- ☐ Evidence of scheduled and documented walk-throughs, observations and fidelity checks for core curriculum and supplemental programs.
- ☐ Evidence of scheduled and documented walk-throughs, observations and fidelity checks for research validated instructional practices.
- ☐ Evidence of scheduled and documented fidelity checks for benchmark assessments and scoring.
- ☐ Evidence of scheduled and documented fidelity checks for progress monitoring

- Documented revisions of the RTI process are based upon data formally reviewed at least annually by RTI leadership team and appropriate school staff
- Data from walk-through info, surveys, training participation, and other RTI activities serves as documentation that is driving professional development
- Scheduled and documented curriculum and instructional fidelity checks provide data for systematic evaluation, professional development, and ongoing school improvement

### ***Sustaining***

- Evidence of all 8 Essential RTI Components are evident and in process and practice:
  - \_\_Fidelity documentation is revised systematically
  - \_\_New teaching programs are selected based on published documentation of research & research validated instructional practices
  - \_\_Evidence of fidelity documentation is available for all programs
  - \_\_Evidence of an established calendar for fidelity checks for:
    - all levels of assessments (e.g. Benchmark, Diagnostic, Progress Monitoring)
    - all teaching programs & instructional practices
- Documentation of fidelity to content delivery and research-validated instructional practices has been a topic of the leadership team, and is in place and evident at some level
- Teachers teach reading and math programs as intended by publisher in order to maximize effectiveness
- Scheduled and documented curriculum and instructional fidelity checks/walk-through provide data for systemic evaluation, professional development, and on-going school improvement
- Instructional coach/specialist knows the programs and provides on-going support to teachers
- Action plans are continually being reviewed and updated

## Rubric for Assessing RTI Implementation – Ongoing Training and Professional Development

**Requirements** (listed in ascending order of implementation)

1. Action plans and next steps are reviewed 3x per year and efforts are made to provide appropriate training school-wide that addresses staff and student needs based upon data.
2. RTI Leadership Teams are involved in training that supports the implementation process and school staff receive support from the leadership & additional training as needed to support the implementation of the essential components of the RTI Process
3. All new staff receive on site-training and support for implementation of RTI process and procedures.

**Check the Box That Rates Your School on Ongoing Training and Professional Development:**

- ☐ Novice– The school has not yet implemented this practice.
- ☐ Nearing Proficient– The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- ☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

### **Next Steps**

After assessing your school, what would be the next areas of focus for developing activities documenting **Ongoing Training and Professional Development**?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Examples of Documentation for Ongoing Training and Professional Development will include:

### ***Exploring A***

- ☐ Obtain training for all staff in basic RTI overview – The Essential 8
- ☐ Train staff in Core curriculum and supplemental programs where necessary
- ☐ Train staff / aides in 5 areas of reading instruction
- ☐ Establish calendar for O.P.I. Leadership RTI training 4–6 sessions
- ☐ Establish calendar for staff to attend C.S.P.D. supplementary trainings

### ***Exploring B***

- ☐ Schedule Calendar of Professional Development activities on site for staff within the structure of the Essential 8
- ☐ Schedule Calendar of Prof. Development off site for OPI/RTI trainings for Leadership Team
- ☐ Schedule Calendar of Supplementary Professional Development activities through CSPD
- ☐ Review the language and terminology of RTI with all staff and compile RTI glossary
- ☐ Focused training on Core program delivery for all staff
- ☐ Establish regular training for effective instructional practices

### ***Implementing A***

- ☐ Evidence of RTI training activities which encourage school wide understanding and support of the Essential 8 Framework.
- ☐ Evidence of paraprofessional and support staff training as above

- ☐ Calendar and schedule for O.P.I. RTI Leadership Training established
- ☐ Calendar and attendees for Supplementary RTI trainings through C.S.P.D. established
- ☐ Evidence that some or all staff have received training in the use of progress monitoring tools and techniques
- ☐ Evidence that all staff have received training in research based instructional practices
- ☐ Evidence that all staff have received training in intervention programs at their grade level
- ☐ Evidence of on going training in Core program and effective teaching practices
- ☐ A plan is in place for all new staff to receive on-site training and support for the implementation of RTI process and procedures

### ***Implementing B***

- ☐ Calendar and schedule for O.P.I. R.T.I. Leadership Training established
- ☐ Calendar and attendees for supplementary RTI trainings through C.S.P.D. established
- ☐ Evidence that Action Plans or Next Steps are reviewed three times a year and adjustments made to provide appropriate school wide training for staff
- ☐ Evidence of professional development on R.T.I. provided for new staff members
- ☐ Evidence of training in core and supplementary program(s) for new staff members
- ☐ Evidence that an RTI training program is established and implemented for all new staff members and a mentor assigned
- ☐ RTI Leadership teams are involved in training that supports the implementation process and school staff receives support from the leadership team & additional training as needed to support the implementation of the essential components of the RTI process

### ***Sustaining***

- Evidence of documentation of formal RTI trainings and documentation of a support system for all new staff is in place
- Parent training in RTI is designed and being implemented
- A formal documented RTI training process and support system are available for staff new to the district and or school site
- School wide staff input is used to review and revise an evolving RTI school improvement process and input and participation this process are documented
- RTI Leadership team continues to engage in trainings as needed to build capacity and fidelity
- Evidence of RTI training activities that encourage school-wide understanding and support of the process is available
- A formal documented RTI training process and support system are available for staff new to the district and or school site
- School-wide staff input is used to review and revise an evolving RTI school improvement process. Input and participation in this process are documented
- Data from the use of walk-thru information, surveys, training participation, and other activities serves as the documentation that drives programs and professional development
- School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice

## Rubric for Assessing RTI Implementation – Community and Family Involvement

### Requirements (listed in ascending order of implementation)

1. The RTI process is documented in the school handbook, special education narrative, 5-year plan, and school policies & procedures.
2. School board members, parents and community are actively involved in the ongoing review of the RTI process.

### Check the Box That Rates Your School on Community and Family Involvement:

- ☐ Novice – The school has not yet implemented this practice.
- ☐ Nearing Proficient – The practice is partially in place, some people are working on it and the leadership team knows about this requirement.
- ☐ Proficient – The practice is in place and documented, information is available electronically when applicable, and all team members are aware of this practice.

### Next Steps

After assessing your school, what would be the next areas of focus for developing activities documenting  
**Community and Family Involvement?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Examples of Documentation for Community and Family Development will include:

### *Exploring A*

- ☐ Document internal and external stakeholders
- ☐ Set goal for Community and Family Involvement

### *Exploring B*

- ☐ Leadership team leads discussion on Community and Family Involvement with staff and identifies goal for the year ( e.g. parent library, RTI as part of Back to School Night, etc.)
- ☐ Identify and contact individual local community stakeholders who might support RTI school initiative
- ☐ Establish Community/Parent education statement for school handbook, RTI handbook
- ☐ Review opportunities for parent liaison and information about RTI and Reading
- ☐ A job description is created for parent participation on Leadership Team
- ☐ The teacher regularly communicates to parents and families about RTI, the learning process, areas of strength, and areas needing improvement

### *Implementing A*

- ☐ Plan and complete parent leaflet outlining RTI provisions for all students
- ☐ Present RTI overview to School board to inform
- ☐ Include a parent as a member of the Leadership Team
- ☐ The teacher uses a wide range of available methods (including technology) to gather, record, and report information on student progress to parents regularly

### ***Implementing B***

- ☐ Evidence of regular implementation of community and family activities relevant to R.T.I. (see Implementing A for examples) built in to school calendar
- ☐ Parent leaflet is reviewed and revised to include the specific role of parents, examples of how to support students through activities at home, explanation of the 5 areas of reading, contact information for staff, etc.
- ☐ Parent Permission or sign off sheet explaining child's participation in the RTI process is utilized
- ☐ Parents are involved during the decision making meeting regarding the participation of their child in interventions
- ☐ Students participate in meetings with their parents and are active decision-making about their learning progress and assessment data

### ***Sustaining***

- ☐ Evidence that School Board members, parents and community members are actively involved in the ongoing review of the RTI process
- ☐ Adult and student tour guides for the school are trained in explaining the RTI essential elements in practice
- ☐ The RTI process is documented in the school handbook, special education narrative, 5 year plan, and school policies and procedures
- ☐ Documented revisions of procedures are based upon data formally reviewed annually with the involvement of school board, parents, and community
- ☐ The school uses effective structures to form parent partnerships with parents and families in order to support student learning (for example, the school may use research data on traditionally under-served populations (racial, ethnic, low socioeconomic, ESL) to collaborate with families to determine specific learning and assessment requirements for students)

## THE SIX ESSENTIAL COMPONENTS OF RTI IMPLEMENTATION – REVIEW & NEXT STEPS

**Essential Elements Summary For** \_\_\_\_\_ (name of school), \_\_\_\_/\_\_\_\_/\_\_\_\_ (today's date)

\*Complete the table below with information from preceding pages

	Intensive	Strategic	Benchmark
1. Strong Leadership & Collaboration Teaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ongoing Assessment & Data-Based Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evidenced-based Curriculum/Interventions & Instructional Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fidelity of Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ongoing Training and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Community and Family Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Next Steps (Homework)

Prioritize three activities or areas of focus from the preceding pages to work on in the upcoming weeks.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_